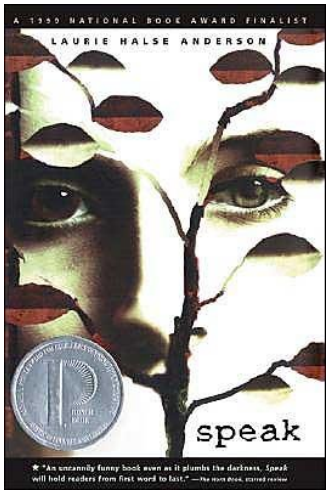
Speak



ISBN-13	978-0312674397
ISBN-10	0-312674392
Author	Laurie Halse Anderson
Publisher	Square Fish
Copyright	1999
Reprint Edition	2011
Synopsis	Melinda Sordino is a social outcast during her freshman year in high school. Her parents, friends, and teachers are clueless about her post-traumatic stress. Supported by her art teacher, Melinda starts a slow healing process.
Content Warning	The protagonist suffers trauma following a rape by a senior student at a party. The book contains a rape scene.
Themes	Trauma; bullying

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Challenging About the Transition to High School?

The transition from middle to high school often comes with less social support from teachers and parents. High schools put much more emphasis on academic goals than middle schools to promote college and career readiness. Parents and teachers' expectations for social and personal responsibility are higher than in middle school. For most students, even those with supportive friends, learning to navigate the new demands of high school is a challenge. Compared to her other problems, however, this challenge was the least of her worries.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

indoctrination (5)	demerit (6)	inconspicuous (7)	vanished (15)	errant (17)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

As today is Day 1, have students look at the front and back cover, then make predictions about what they will be reading over the course of the next two weeks.

Read pp. 3–24 (First marking period)

Setting	Characters	Pages
School bus	Melinda, Nicole, Ivy, Rachel	3–5
School auditorium	Melinda, Mr. Neck, Heather	5–6
Literature class, Social studies class	Melinda, Hairwoman, Mr. Neck	6–7
Cafeteria	Melinda, basketball Poll, Mr. Neck	7–9
Art class	Melinda, Ivy, Mr. Freeman	9–12
Spanish class	Melinda	13–14
Melinda's house	Melinda, Mom, Dad	14–17
School hall	Melinda, Principal Principal	17–18
Gym	Melinda, Nicole	18–19
School bathroom	Melinda, Rachel	20–22
Heather's house	Melinda, Heather	22–24

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Melinda is harassed on the school bus on the way to school. Her friends from last year ignore her.
- Melinda is behind on her homework.
- Melinda finds an unused old janitor's closet and turns it into her space.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 3–24)

Melinda	
Heather	Mr. Neck
Rachel	Hairwoman
Ivy	Mr. Freeman
Nicole	Melinda's Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

A foundation is interested in making High School Survival Kits. The Kit can be in the form of an informational guide with tips for new students, or a backpack with useful objects. Describe or draw a High School Survival Kit of your design.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. How has Melinda changed over the summer?
2. How does Melinda feel about her bedroom?
3. What art project does Melinda need to do?

Analyze the key paragraph.

Key Paragraph, p. 9
"It is easier not to say anything. Shut your trap, button your lip, can it. All that crap you hear on TV about communication and expressing feelings is a lie. Nobody really wants to hear what you have to say."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Melinda is desperate to find a least one friend at school. Write one paragraph about the importance of having a friend in high school.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Post-Traumatic Stress Disorder?

Post-traumatic stress disorder is characterized by lingering symptoms of stress following a traumatic event. A traumatic event can be bullying, sexual assault, war, natural disaster, or any other event that undermines people's sense of safety. The symptoms last for more than one month and are severe enough to interfere with school, work, and personal relationships. Having little or no social support after the event can aggravate the symptoms. There are four categories of symptoms: (1) Re-experiencing the traumatic event (e.g., bad dreams and flashbacks); (2) avoidance (e.g., avoiding places and situations that are reminders of the event); (3) arousal and reactivity (e.g., feeling "on edge"); and, (4) cognition and mood (e.g., guilt, shame, and depression). Additional common symptoms are self-neglect and self-harm.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

acceptability (27)	expiration (30)	floundering (31)	ensemble (39)	irony (43)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 24–46 (First marking period)

Setting	Characters	Pages
Library, cafeteria, old janitor's closet	Melinda, Librarian, Mr. Neck	24–26
Auditorium	Melinda, Heather	26–30
Art class	Melinda, Ivy, Mr. Freeman	30–32
Heather's house	Melinda, Heather	32–35
Melinda's house	Melinda, Melinda's parents	35–36
Biology class	Melinda, Ms. Keen, David Petrakis	36–37
Algebra class	Melinda, Mr. Stetman, Rachel	37–39
Melinda's house	Melinda	39–41
Spanish class	Melinda, Mrs. Spanish Teacher	41–42
The faculty lounge	Melinda, Heather, Emily, Siobhan	43–45
School halls	Melinda, IT	45–46

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A girl at the school rally recognizes Melinda as the girl who called the cops at Kyle Rodgers party at the end of the summer.
- Heather complains to Melinda that it is hard to fit in at school.
- Melinda's interim report card shows a drop in her grades. Melinda used to be on the honor roll in middle school.
- Heather joins the Marthas club.
- Melinda sees the person who hurt her at school. She calls him "IT."

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 24–46)

Melinda	
Heather	Mr. Neck
Rachel	Hairwoman
Ivy	Mr. Freeman
Nicole	Melinda's Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

In this activity, we will do a version of the Baum Test developed by Charles Koch in 1952 to measure internal states, such as emotion and mood. In this activity, you will have three minutes to draw a tree using a pencil on an A4-sized paper. Note that you do not have access to any interpretation tables, so your impression of your drawing will be your own.

Reflect on your drawing using the following points:

- Size of the tree and its location on the paper (e.g., center, upper right, upper left).
- Richness in details (e.g., fruit, roots, leaves).
- Energy (e.g., number and strength of strokes).
- Proportionality of the tree parts (e.g., height and width of the tree crown, and height and width of the tree trunk).

After noting these details, ask yourself the following questions:

- Is the tree healthy and well taken care of?
- What kind of a tree is it?
- Where is the tree located?
- Who takes care of the tree?

Conclude by asking: Why did I draw this tree? If I sketched a tree last week, last month, or last year, would it look different?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why does Mr. Freeman complain about the school board?
2. What are Heather's social goals at Merryweather High School?
3. What is the mission or purpose of the Marthas club?

Analyze the key paragraph.

Key Paragraph, pp. 30–31

"For a solid week, ever since the pep rally, I've been painting watercolors of trees that have been hit by lightning. I try to paint them so they are nearly dead, but not totally. Mr. Freeman doesn't say a word to me about them. He just raises his eyebrows. One picture is so dark you can barely see the tree at all."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Contrast the mission of the Marthas to perform good deeds with their unkind attitude towards Melinda (e.g., calling her "creepy"). Write 2–3 paragraphs about the importance of starting with the school community when working to make a better world and improve the well-being of others.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the First Amendment?

The First Amendment states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." The First Amendment protects the right of students to express themselves in the classroom as long as they are not disruptive or disrespectful. Some types of speech – of adults and students – are not protected by the First Amendment, such as defamation and incitement of actions that may threaten the physical or psychological well-being of others.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

foreigners (55)	xenophobic (56)	eloquent (57)	subjectivity (61)	violation (68)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 49–68 (Second marking period)

Setting	Characters	Pages
Merryweather High School; janitor closet	Melinda	49–51
Spanish class	Melinda, Mrs. Spanish Teacher	51
Social Studies	Melinda, Mr. Neck, Brave Kid, David Petrakis	53–57
Melinda's house	Melinda, Melinda's parents	57–61
Art class	Melinda, Mr. Freeman, Ivy	61–65
Biology class	Melinda, Ms. Keen, David Petrakis	65–67
Social Studies; school office	Melinda, Mr. Neck	67–68

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- David Petrakis declares war on Mr. Neck.
- Melinda turns the failed turkey cooking efforts of her parents into artwork.
- Melinda enjoyed exploring apple seeds in biology class.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 49–68)

Melinda	
Heather	Mr. Neck
Ivy	Ms. Keen
The Marthas	Mr. Freeman
David	Melinda's Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Draw a cartoon about first amendment in schools. You may refer to one or more of the following rights: freedom of speech; freedom of the press; freedom of religion; freedom of assembly; and, freedom to petition. While your cartoon can be critical, it should be respectful towards all members of your school – adults and students.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why does Mr. Freeman complain about the school board?
2. What are Heather's social goals at Merryweather High School?
3. What is the mission or purpose of the Marthas club?

Analyze the key paragraph.

Key Paragraph, p. 56
"David: The Constitution does not recognize different classes of citizenship based on time spent living in the country. I am a citizen, with the same rights as your son, or you. As a citizen, and as a student, I am protesting the tone of this lesson as racist, intolerant, and xenophobic."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Melinda admires David Petrakis's actions. In your opinion, why does she admire David's behavior? Write 2–3 paragraphs about ways in which students can inspire other students as well as teachers when they show concern for the welfare of others and promote First Amendment principles.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Why Many Victims of Sexual Assault Do Not Speak Up?

Many victims of sexual assault never tell about the incident to anyone or wait a long time to talk about it. There are several reasons for victims' inability to speak up. These reasons include the fear that people will not believe them or partly blame them for what happened, lack of trust in the ability of others to help them, shame and concern about being stigmatized, and the desire to forget about the event that robbed them of their sense of safety and dignity. As the #MeToo movement has demonstrated in some cases, talking about sexual misconduct can help change social norms and drive people to offer social support to victims.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

imperial (69)	demure (75)	demoted (79)	retention (82)	abysmal (89)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 69–92 (Second marking period)

Setting	Characters	Pages
Merryweather High School gym, Winter Assembly	Melinda, Heather, Principal Principal	69–70
Melinda's house	Melinda, Melinda's parents	70–72
Melinda's parents' work	Melinda, Mom, Dad	73–74
The gym	Melinda, Ms. Connors, Basketball Coach, Brendon Keller (aka basketball Pole)	74–77
Art class	Melinda, Mr. Freeman, Ivy	77–78
Heather's house	Melinda, Heather	79–80
Biology class	Melinda, David Petrakis, Ms. Keen	80–82
Algebra class	Melinda, Mr. Stetman	83–84
Literature class	Melinda, Hairwoman	84–85
Janitor's Closet	Melinda	85–86
Guidance counselor's office; Melinda's house	Melinda, guidance counselor, Melinda's parents	86–88
Cafeteria	Heather, the Marthas (Siobhan, Emily)	88–91
Art class	Melinda, Mr. Freeman	91–92

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Melinda almost tells her parents what happened at the party.
- Melinda spends some time at her parents' workplace.
- The guidance counselor calls Melinda's parents to another meeting about her poor grades.
- Melinda works of posters for Heather for two weeks.
- Ms. Connors offers Melinda a way to improve her grade after discovering her talent in basketball – train the star player on foul shots. Melinda knows she will not show up.
- Melinda's mother buys her a book about suicide.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 69–92)

Melinda	
Heather	Mr. Stretman
Andy Evans (aka “IT”)	Ms. Connors
The Marthas	Hairwoman
David	Melinda’s Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Divide a sheet of paper into two parts. On one part, draw Melinda before the party. On the other part, draw Melinda after the party.

Reflect: What is the ethical responsibility of adults to provide support to Melinda, once they notice the change in her appearance and behavior?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What talent does Melinda have in basketball?
2. Why does Heather complain about the Marthas? Why is she trying so hard to impress them?
3. How does Melinda help Heather?

Analyze the key paragraph.

Key Paragraph, p. 72
"I almost tell them right then and there. Tears flood my eyes. They noticed I've been trying to draw. They noticed. I try to swallow the snowball in my throat. This isn't going to be easy. I'm sure they suspect I was at the party. Maybe they even heard about me calling the cops. But I want to tell them everything as we sit there by our plastic Christmass tree while the *Rudolph, the Red-Nosed Reindeer* video plays."

In your analysis of the paragraph address the following points:

- Why did Melinda need a sign that her parents notice her before telling them what happened at the party?
- In your opinion, what would happen if she told them?

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Melinda notes that words – spoken or written – are hard work. Write 1–2 paragraphs about the challenge of expressing oneself, especially when one feels stressed, depressed, or anxious.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Does Breaking Up with a Friend Impact Us?

Breaking up with a close friend can hurt one's self-esteem because of the feeling of losing value and not being wanted by the friend anymore. Also, it can create loneliness due to the loss of emotional support and companionship. In some cases, people feel symptoms of grief including sleep problems, depression, intrusive thoughts, and feelings of emptiness.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

marsupials (95)	conundrum (98)	imbeciles (103)	tenure (104)	vespiary (104)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 95–116 (Third marking period)

Setting	Characters	Pages
Fayette's Bakery	Melinda, IT	95–97
The mall	Melinda	98–99
Literature class	Melinda, Hairwoman, Rachel	100–102
Art class	Melinda, Mr. Freeman	102–104
Cafeteria	Melinda, Heather	104–107
Lockers; biology class	Melinda, David Petrakis	108–111
Lady of Mercy Hospital	Melinda	111–113
Principal's office	Melinda, Principal Principal, Melinda's parents, Guidance Counselor	113–116

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Melinda skips school and goes to the mall after seeing Andy near the bakery.
- Heather breaks up with Melinda.
- On Valentine's Day, Melinda is hopeful when she sees an envelope on her locker. She finds out that Heather returned the friendship necklace Melinda bought her for Christmas.
- Melinda's father blames Melinda for having a slacker attitude.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 95–116)

Melinda	
Heather	Principal Principal
Andy Evans (aka “IT”)	Guidance Counselor
The Marthas	Hairwoman
David	Melinda’s Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Create Valentine's card for Melinda. In the card draw and express your support, encouragement, and hopes for her.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why does Melinda feel and behave when she sees Andy?
2. In your opinion, why did Heather break up with Melinda?
3. Was the meeting with the principal, guidance counselor, and Melinda's parents helpful? What could have made this meeting more supportive of Melinda?

Analyze the key paragraph.

Key Paragraph, p. 116
"Do they choose to be so dense? Were they born that way? I have no friends. I have nothing. I wonder how long it takes to ride a bus to Arizona."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Melinda does not talk to her parents, principal, or guidance counselor because she does not trust them. Write 1–2 paragraphs about trust as a necessary condition for openly talking with other people.

Use as much detail as you can.

Close by extending today's lesson to life and the world

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Cubism?

Cubism is art redefines the use of space and focuses on the subjective way the artist sees the world. Images of body parts may look distorted and the picture may seem ambiguous and complex. For example, in Picasso's painting, *Portrait of Ambrose Vollard,* Vollard is seated facing the painter. His face, body, and objects around him are made of a cubist grid – many small, intersecting planes, any one of which can be seen as the background or the foreground of the picture.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cubism (119)	crumbles (120)	wistful (129)	stumble (125)	reluctance (132)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 116–137 (Third marking period)

Setting	Characters	Pages
Merryweather in-school suspension room	Melinda, Mr. Freeman	116–119
Effert's store	Melinda, Mr. Freeman	120–125
Biology class	Melinda, Ms. Keen	125–126
Cafeteria	Melinda, the Marthas	127–128
Literature class	Melinda, Hairwoman	129–130
Janitor's closet, gym	Melinda, David	130–132
A nearby farm, end-of-summer party	Melinda, Rachel, Andy Evans	133–136

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Melinda is assigned in-school suspension for not meeting the expectations laid out in her behavior contract.
- Andy Evans sits next to Melinda during the suspension.
- Mr. Freeman gives Melinda a ride, and for the first time, she speaks in full sentences and expresses her questions and doubts.
- David invites Melinda to a party at his house, but she declines.
- Melinda recalls the events of the end-of-summer party.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 116–137)

Melinda	
Rachel	Mr. Freeman
Andy Evans (aka “IT”)	Mr. Neck
The Marthas	Ms. Keen
David	Melinda’s Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Create a chart of Melinda's report card. Start with last year's grades.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why does Melinda like Cubism?
2. What argument did Melinda One have with Melinda Two about going to David's party?

Analyze the key paragraph.

Key Paragraph, p. 128
"Are they talking about me? They're certainly laughing enough. I chomp my sandwich and it barfs mustard on my shirt. Maybe they're planning the next Project. They could mail snowballs to the weather-deprived children in Texas. They could knit goat-hair blankets for shorn sheep."

Define and address at least one of the following terms in your analysis of the paragraph:

- Hypocrisy
- Sarcasm
- Helplessness

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Melinda feels that she cannot find her place in the world. Her parents' marriage is falling apart. She has lost her best friends. And, she is unpopular at school. Nevertheless, she tells herself to stay normal, attend all classes, and stop hiding in the janitor's closet. What inner strength enables her to keep going? Write 2–3 paragraphs about inner strength and how it can help people who suffer.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Who is Maya Angelou?

Born Marguerite Johnson, Maya Angelou (1928–2014) was an American poet, playwright, activist, and Hollywood's first female black director. Also, she was Reynolds professor of American Studies at Wake Forest University. According to the first lady, Michelle Obama, Angelou's writing inspired women to maintain a sense of self-worth because it "has nothing to do with what the world might say."

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tenacious (141)	profoundly (143)	momentum (150)	simmer (157)	Self-incrimination (157)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 141–163 (Fourth marking period)

Setting	Characters	Pages
Merryweather High School	Melinda	141–143
The mall	Melinda, Ivy	144–146
Biology class	Melinda, David, Ms. Keen	146–148
School halls	Melinda, Rachel	148–150
Janitor's Closet	Melinda	150–152
Art class	Melinda, Mr. Freeman	152–153
Social studies class	Melinda, Mr. Neck, David	154–159
Art classroom	Melinda, Andy Evans, Rachel, Ivy	160–162
Melinda's house	Melinda, Mom	162–163

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Melinda works hard on her report about the suffragettes. However, because she refuses to present about her report in front of the class, Mr. Neck gives her a D and sends her to the guidance counselor and principal.
- Melinda is concerned about Rachel dating Andy Evans.
- Melinda decides not to go to school. She pretends to be sick.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 141–163)

Melinda	
Rachel	Mr. Freeman
Andy Evans (aka “IT”)	Mr. Neck
Ivy	Ms. Keen
David	Melinda’s Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Create a timeline based on Maya Angelou life events. You may use sources such as https://worldhistoryproject.org/topics/maya-angelou

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why does Melinda refuse to present about her report to class?
2. How does Melinda warn Rachel about Andy?
3. In your opinion, what is the ethical responsibility of students to warn others about a friend who has a history of violence or other dangerous behavior?

Analyze the key paragraph.

Key Paragraph, p. 153
"Mr. Freeman: You are getting better at this, but it's not good enough. This looks like a tree, but it is an average, ordinary, everyday, boring tree. Breathe life into it. Make it bend—trees are flexible, so they don't snap. Scar it, give it a twisted branch—perfect trees don't exist. Nothing is perfect. Flaws are interesting. Be the tree."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

David told Melinda that she would not make a difference unless she speaks up for herself. In your opinion, should Melinda speak up about what happened to her at the party? Should she speak up about how blind her school was to her suffering? Write 2–3 paragraphs presenting your argument.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan *Speak*, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What Changes in Thinking Can Support Healing from Trauma?

According to successful approaches, such as Cognitive-behavior Therapy, victims of trauma heal when they change unhelpful thinking, such as self-blame, believing there is no solution, and mistrusting others. Getting support from friends, family, and mental health professionals get change negative thinking to positive thinking that is focused on hope and problem-solving.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

maladjusted (177)	indentured (177)	servitude (177)	privileged (178)	Self-centered (179)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 164–198 (Fourth marking period)

Setting	Characters	Pages
Melinda's house	Melinda, Dad	164–168
Tennis court	Melinda, Nicole, Ms. Connors	168–170
Cafeteria	Melinda	171–172
Literature class	Melinda, Hairwoman	172
Art class; bathroom	Melinda, Mr. Freeman, Ivy	172–176
Melinda's house	Melinda, Heather	176–180
Library	Melinda, Rachel	180–184
School bathroom	Melinda, Ivy	184–186
Melinda's house; Rodgers House	Melinda	186–190
Janitor's closet	Melinda, Andy Evans	190–195
Art class	Melinda, Mr. Freeman	196–198

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Melinda shows talent in tennis, playing against Nicole.
- Melinda's behavior changes. She stands up to Heather, cleans, plants seeds, and expresses interest in decorating her room.
- Melinda starts a thread on the bathroom wall, warning girls to stay away from Andy Evans. Other girls write back similar warnings about him.
- Melinda tells Rachel that she was raped by Andy Evans at the end-of-summer party and that was the reason for calling 911.
- Andy Evans attacks Melinda. She fights back, yells, and threatens Andy with a piece of broken glass. Nicole and the lacrosse team hear the commotion and call from help.
- Melinda finishes her tree. She tells Mr. Freeman her story.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Map worksheet to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

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SPEAK: CHARACTER MAP (pp. 164–198)

Melinda	
Rachel	Mr. Freeman
Nicole	Ms. Connors
Ivy	Hairwoman
Heather	Melinda's Parents

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Look up famous paintings of trees. Reflect: Which painting do you like the most? Why?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. In your opinion, what caused the change in Melinda's behavior?
2. Predict, how well will Melinda do academically, socially, and emotionally next school year?

Analyze the key paragraph.

Key Paragraph, p. 198
"The tears dissolve the last block of ice in my throat. I feel the frozen stillness melt down through the inside of me, dripping shards of ice that vanish in a puddle of sunlight on the stained floor. Words float up."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write a concluding paragraph about the importance of paying attention to others who seem to display signs of depression or anxiety. What is the ethical and moral obligation of adults and teens to show kindness, understanding, compassion, and support?

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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